

DIRECTIONS: TITLE I, PART A RANKING REPORT FOR 2014-15

NCLB Title I, Part A, Section 1113

Note: Major changes for the 2014-15 school year are noted in red text.

Submission of *Ranking Report*

The district Title I Coordinator must complete the Title I, Part A *Ranking Report*. The *Ranking Report* is formatted in a Microsoft Excel workbook that contains individual worksheets for each of the tables. Each worksheet contains mathematical formulas that automatically tabulate all the data entered by the district. Do **not** enter data in the PURPLE areas on the worksheets. The data will automatically be tabulated and displayed in these areas. The actual district and school information must be entered into the YELLOW areas on the worksheets. Click on the tab at the bottom of the spreadsheet for each worksheet. To print the entire spreadsheet, select "Entire Workbook" under the Print option.

Save ranking report by replacing "DISTRICT" with your district name.

Example: "2014-15 DISTRICT Ranking Report" becomes "2014-15 Bell Co Ranking Report"

Email the completed Title I *Ranking Report* for 2014-15 to title1reports@education.ky.gov or Title 1 Reports on the Global. **Reports must be submitted by June 2, 2014.**

Call or email the KDE Title I staff in the Division of Consolidated Plans and Audits for assistance as you complete the *Ranking Report*. The phone number is (502) 564-3791 and each staff person's email is listed on the Global. The KDE Title I staff members are: Sharma Aitken, Christina Benassi, Claude Christian, Dan Davison, Vicki Fosbender, Helen Jones, Judy Littleton, Zack Marinelli, Mary Marshall, David Millanti, Monica Murphy, Heather Rhorer, Monica Shack, and Neil Watts.

Purpose of the *Ranking Report*

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind (NCLB) Act, is designed to help disadvantaged children reach high academic standards. The ***Ranking Report*** assists districts in meeting the requirements of Title I, Part A of NCLB. They also provide the state with data that is required for reports required by the US Department of Education. Districts must rank schools according to the percent of low-income in order to determine:

- Eligibility for Title I, Part A services;
- Selection for Title I, Part A services; and
- Allocations for Title I, Part A, services.

NOTE: A district with a total enrollment of less than 1,000 children or with only one school per grade span must still complete the Worksheets on the *Ranking Report* and must allocate funds to school attendance areas. However, the district is **not** required to rank schools for eligibility purposes nor is it required to allocate funds to schools in rank order.

These directions are intended to be used in conjunction with the U.S. Department of Education guidance [Local Educational Agency Identification and Selection of Schools and Allocation of Title I Funds](#). Refer to the *Title I Handbook* on the KDE website for detailed information on equitable services to eligible students in private schools; services to homeless students; services to students in locally operated neglected institutions; parent involvement; professional development; district and school improvement; preschool programs; schoolwide programs; and targeted assistance schools.

Completing Worksheet 1

District Set-Asides and District Summary for 2014-15

NCLB, Title I, Part A, Sections 1113, 1116, 1118, 1119
Title VI, Part A, Subpart 2, Section 6123

General Information

List the name of the district and the name of the Title I Coordinator.

District Allocation & Transferred Funds

List the district's final Title I allocation for 2014-15. If the district is transferring funds, list the total amount transferred into Title I, Part A from other Title program allocations.

Districts may transfer up to 100% of funds from the following programs into Title I, Part A: Title II, Part A, and Title II, Part D. Funds may **not** be transferred out of Title I, Part A into other programs. Funds **cannot** be transferred across years; for example 2013-14 funds from applicable programs **cannot** be transferred to 2014-15 Title I funds.

Funds that are transferred into Title I are subject to the rules and requirements of Title I. The total of the Title I allocation + (plus) the amount transferred from other Title programs must be used:

- To calculate the minimum per pupil amount for districts subject to the 125% rule; and
- To determine the allocations to public schools served by Title I and to determine the private school program allocation to serve eligible private school children.

If funds are transferred into Title I, Part A after the original submission of the Title I *Ranking Report*, an amended report showing the transferred amount must be submitted to your KDE Title I, Part A consultant. Email or call the KDE Title I consultant assigned to work with your district regarding funds transferred after the original submission of the *Ranking Report*.

125% Rule

If the district serves a school with less than 35% low-income, the 125% rule must be applied to all schools served. The Title I allocation (+ the amount transferred from other Title programs) must be divided by the total number of low-income students in the district (from Worksheet 2). If using enrollment, use the total of Column 3(a) only for the total number of low-income students in the district. If using attendance areas, use the total of Column 3(a) + the total of Column 3(b) for the total number of low-income students in the district. That amount must then be multiplied by 1.25 to determine the minimum per pupil amount. The minimum per pupil amount must be determined **before** subtracting the district set-asides. The minimum per pupil amount may be calculated to two decimal places. **The 125% rule does not apply to districts with a total enrollment of less than 1,000 children or with only one school per grade span even if the district is serving a school with less than 35% low-income.**

A district serving only schools at or above 35% low-income must allocate funds in rank order, on the basis of the number of low-income children in each school, but it is **not** required to multiply the per pupil amount by 125%. The per-pupil amount may be determined **after** the district set-asides are figured if the district serves only schools at or above 35% low-income.

If a district is not serving a school below 35%, leave the section blank.

District Set-Asides

Before distributing funds to participating schools, the district may reserve funds at the district level. Because the reservation of funds by a district will reduce the funds available for distribution to participating attendance areas, the district must consult with teachers, pupil service personnel, principals and parents of children in participating schools (including private school officials) in deciding district set-asides.

Title I law allows for limited set-asides. All Title I, Part A funds set-aside (reserved) at the district level must fit into one of the categories listed below. District set-asides must **not** be used to benefit one Title I school over another by circumventing the per pupil amounts allocated to Title I schools. Personnel who work with students at only one school (such as teachers, paraeducators, counselors, etc.) and instructional supplies must come from the schools' Title I allocation, **not** district set-asides. Staff hired at the district level (such as curriculum coaches) assigned to provide professional development services at only one school **must follow the school's SBDM hiring policy/process**.

Title I funds **must** only be used for Title I schools with the **exception** of the following:

- Funds for **homeless children in non-Title I schools** for services comparable to those in Title I schools; and
- Funds for students in **locally operated neglected institutions** or in **locally operated delinquent institutions**.

Title I funds **must** supplement, not supplant, general (state and local) funds. Title I funds **cannot** take the place of general funds and **cannot** be used to meet state or other federal program requirements.

Required set-asides must be spent for their intended purpose, even if the funds are carried over to the next year.

Column 1: District Set-Aside Categories

The categories are listed in the order in which they occur on the *Ranking Report*. Each is noted with a **must** or a **may**. **Must** means the district is required to set-aside funds for that service if it is applicable to the district. **May** means the district may, but is not required to, reserve funds for that service.

- **Homeless – Must** provide services for homeless children who do **not** attend participating Title I schools and optionally to supplement Title I schools, including providing educationally related support services to children in shelters. The services must be comparable to those provided to children in Title I schools. Title I funds may be used to remove barriers that prevent regular attendance or provide additional support, such as tutorial, before and after school and/or summer school programs in addition to ESS services. Title I funds may be used to meet basic needs of students experiencing homelessness (clothing, supplies, health) so that they may participate more fully in school. Be sure to let principals of non-Title I schools know that the funds are available for students that become homeless during the school year. **If all schools are served by Title I, funds are not required to be set-aside. However, a description must be included to describe the educational services that are being provided** above the Title I services (i.e. FYRSC, community grants, state / local funds).

How to Determine Amount of Homeless Set-Aside -

- To determine the appropriate set-aside amount to successfully serve homeless students, make sure that your district's "homeless liaison", as well as school staff, such as registrars, secretaries, and counselors, who are involved with enrolling new students, understand the broad scope of the law's definition of homeless.
- There is no set formula for determining the district set-aside for homeless – options could include:

- 1) Identify homeless students' needs, and fund accordingly.
 - 2) Obtain count of homeless students, and multiply by Title I, Part A per-pupil allocation.
 - 3) Reserve a specific percentage based on your district's poverty level or total Title I, Part A allocation.
 - 4) Some other method or combination of methods.
- **McKinney-Vento Grant – Must** provide funds for homeless children as stipulated in the Request for Applications (RFA) for districts receiving a McKinney-Vento grant. See list on page 20 for amounts. Coordinate with the McKinney-Vento Coordinator regarding the use of the funds. **This requirement only applies to districts receiving the competitive McKinney-Vento grant.**
 - **Locally Operated Neglected Institutions – Must** provide services to children in locally operated institutions for neglected children for districts that have these institutions. The amount set aside must be sufficient to ensure comparability with Title I services in district's Title I schools. See information and list on pages 20-21 for the locally operated neglected institutions and the funds they have generated. Include the names of the institutions and services provided in the description.
 - **Locally Operated Delinquent Institutions –** Where appropriate, provide supplemental Title I, Part A services to children who are in locally operated institutions for delinquent children or in community day school programs. As defined under Sections 1411 and 1432 of the ESEA,
 - a delinquent institution is “**a public or private residential facility for the care of children who have been adjudicated to be delinquent or in need of supervision**”;
 - a community day school program is “**a regular program of instruction provided by a State agency at a community day school operated specifically for neglected and delinquent children and youth**”; and
 - a State agency is “**an agency of State government responsible for providing free public education to children in institutions for children who are neglected or delinquent, in community day programs for children who are neglected or delinquent, and in adult correctional institutions.**” Neither the Kentucky Department of Education (KDE) nor a district is considered to be a State agency.

Title I, Part A funds from this set-aside must supplement general funds (state and local funds). Include the names of the delinquent institutions and services provided in the description. **This set-aside cannot be used to supplement a district's alternative education program. These types of alternative programs can be served with a school allocation on Worksheet 2.**

- **Parent Involvement – Must** meet the parent involvement requirements. One percent (1%) of the district's Title I, Part A, allocation (+ amount transferred from other Title programs) is required for districts that have an allocation exceeding \$500,000. Ninety-five percent (95%) of the 1% must be distributed to Title I schools. **A proportional amount of the 1% must be used for parent involvement for parents of participating private school students.** The proportional amount must be based on the proportion of private school children from low-income families residing in participating public school attendance areas. Include the amount for parents of Title I participants in private schools in the description. The following is an example of determining a proportional amount for activities for the parents of Title I students in private schools: A district reserves one percent (\$60,000) of its Title I allocation of \$6,000,000 for parental involvement activities. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Participating Title I attendance area means Title I eligible schools receiving Title I funds. Five percent of the 25,000 (or 1250) children attend private schools; thus five percent of the \$60,000 reservation, or \$3,000, is available for equitable services for parents of private

school participants. The parent involvement program funded by Title I must meet the needs of the parents of private school participants. After consultation with the appropriate private school officials, the district may conduct these activities independently or in conjunction with the district's regular parent involvement activities. Parent Involvement funds must be tracked as MUNIS Project code 310AM. See the Title I handbook for further explanation. Even though districts with an allocation of \$500,000 or less are not required to set aside any funds from any source for parent involvement, they must meet the parent involvement requirements. The description for these districts should indicate that parent involvement requirements will be met through coordination with other programs.

Formula for determining the equitable parent involvement reservation:

<p>Number of private school children from low-income families in participating Title I attendance area (column 3b or 3c)</p>	<p>÷</p>	<p>Total number of children from low-income families in participating Title I attendance areas (public + private) 3a + (3b or 3c)</p>
<p>_____ divided by _____ = proportion of reservation</p>		
<p>_____ (proportion of reservation) x \$_____ reservation = \$_____ for equitable services</p>		

- Professional Development for Highly Qualified Staff – Must** meet the professional development requirements to ensure teachers and paraeducators who are not highly qualified become highly qualified. Not less than 5% of the district's Title I, Part A, allocation per year (+ amount transferred from other Title programs) is required. The district is not required to set-aside and spend the total 5% if a lesser amount is sufficient to ensure that the teachers and paraprofessionals meet the definition of "highly qualified." The district must document that a lesser amount is needed. If all teachers meet the state definition of highly qualified, **no** funds must be set-aside and expended. If all staff are "highly qualified", it must be stated in the description.
- Professional Development Not Required – May** provide professional development for Title I funded staff and other appropriate staff who work in participating Title I schools with participating children. This professional development is different than the professional development requirements for highly qualified staff. If the district reserves funds for Title I professional development activities, the district must provide equitable services to teachers of private school participants from this set-aside. **The district calculates these equitable services in proportion to the number of private school children from low-income families residing in participating public school attendance areas.** Activities for the teachers of private school participants must be planned and implemented with meaningful consultation with private school officials and teachers. Include the amount for PD for teachers of private school participants in the description. The following is an example of determining a proportional amount for professional development for the teachers of Title I students in private schools: A district reserves six percent (\$360,000) of its Title I allocation of \$6 million for professional development. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children attend private schools; thus five percent of the \$360,000 reservation (\$18,000) is available for equitable services for the teachers of private school participants. The professional development activities funded by Title I must meet the needs of the teachers of private school participants. After consultation with the appropriate private school officials, the district may conduct these activities independently or in conjunction with the district's professional development activities.

Formula for determining the equitable professional development reservation:

Number of private school children from low-income families in participating Title I attendance area (column 3b or 3c) \div Total number of children from low-income families in participating Title I attendance areas (public + private) 3a + (3b or 3c)

_____ divided by _____ = proportion of reservation

_____ (proportion of reservation) x \$_____ reservation = \$_____ for equitable services

- **Financial Incentives for Focus and Priority Schools—May** set-aside up to 5% of the district Title I, Part A allocation for financial incentives and rewards to teachers who serve students in Title I Focus and Priority schools, for the purpose of attracting and retaining qualified and effective teachers.
- **Optional School Transfer Funding—A district may** reserve up to 20% of its Title I, Part A allocation to continue or to offer school transfer for students attending Title I schools, to offer a tutoring program for students attending Title I schools, or a combination of school transfer or tutoring.
- **Optional Tutoring Funding--** A district **may** reserve up to 20% of its Title I, Part A allocation to continue or to offer school transfer for students attending Title I schools, to offer a tutoring program for students attending Title I schools, or a combination of school transfer or tutoring.
- **School Extension Program(s) – May** provide school extension programs such as before school programs, after school programs, summer school and inter-session for Title I schools. The district must look at all Title I schools and determine if there are sufficient funds to serve all of the schools. If the funds are not sufficient to adequately provide services to all Title I schools, then the district may set limits or priorities (for example, serving the highest poverty schools or serving the most at-risk students). The requirements for a targeted assistance school and a schoolwide program apply to school extension programs. The district is required to provide equitable services to eligible private school children. **The district must base equitable services supported with the reserved funds on the proportion of private school children from low-income families residing in participating public school attendance areas.** The following is an example of determining a proportional amount for school extension programs for the Title I eligible students in private schools: A district reserves \$30,000 of its Title I allocation of \$1.5 million for summer school. The number of public and private school children from low-income families residing in participating Title I attendance areas is 25,000. Five percent of the 25,000 children (1250 children) attend private schools; thus five percent of the \$30,000 reservation (\$1,500) is available for equitable services for the eligible private school students.

Formula for determining School Extension Reservation for Private Schools:

Number of private school children from low-income families in participating Title I attendance area (column 3b or 3c) \div Total number of children from low-income families in participating Title I attendance area (public + private) 3a + (3b or 3c)

_____ divided by _____ = _____ proportion of reservation

_____ (proportion of reservation) x \$_____ reservation = \$_____ for equitable services

- **Preschool Program(s) – May** provide services to preschool students. A district or school is **not** required to serve preschool students. Preschool students cannot be included in calculating the allocations to schools. The district may reserve funds in the district set-asides to serve eligible preschool students in the district as a whole or for a portion of the district; or a participating school may use its Title I funds to serve eligible preschool students. The requirements for a targeted assistance school and a schoolwide program apply to services for preschool students.
- **English Language Learners – May** provide services or supplemental materials for ELL students in Title I schools only. Description should be specific in describing services or materials provided.
- **Assessments – May** cover costs for assessments over and above those required by the state. Description must state that this is supplemental and assessments are only purchased for Title I schools.
- **Administrative Costs – May** cover direct administrative costs which may include: salaries and fringe benefits for district staff such as a Title I coordinator and Title I bookkeeper; administrative supplies, printing, postage, etc.; and the Title I portion of the Single Audit for districts expending over \$300,000 in all federal funds per year. Instead of direct costs, indirect costs to defray administrative expenses incurred by the board of education in the implementation of the Title I program may be covered. If indirect costs are charged, the coordinator's salary is the only other allowable administrative cost.
- **Substitute Salaries – May** pay substitute salaries for sick and personal leave for Title I funded staff. (Substitutes for professional development should be listed under Professional Development.) If the district pays for Title I substitutes, it must be reflected in the description.
- **Sick Pay for Retiring Title I Funded Staff – May** cover 30% sick pay toward teacher retirement for Title I funded staff (only for the number of years with Title I). District must maintain an exhibit at the district level showing the following:
 - ✓ *Jane Doe: 30 total years of district service; 3 total years of district Title I service; $3 \div 30 = 10\%$ % of Title I service;*
 - ✓ *\$142 daily rate of pay; 40 number of sick days accumulated: $\$142 \times 40 = \$5,680$;*
 - ✓ *30% of \$5,680 = \$1,704; portion of benefit paid by Title I: 10% of \$1,704 = \$170;*
 - ✓ *portion of benefit paid by district: $\$1,704 - \$170 = \$1,534$*
- **Variations in Personnel Costs – May** cover variations in personnel costs, such as seniority pay differentials or fringe benefits differentials. The district may use this provision if Title I schools are similar in terms of percent of low-income children and type of instructional program but differ in the amount needed for the salary and fringe benefit costs of the staff providing instruction. This policy must be applied consistently to staff serving both public and private school children throughout the district. Only the pay differentials (not the entire salary) may be reserved at the district level.
- **Other District Set-Asides –** The above set-aside categories are allowable because they do **not** benefit one school over another. There may be other allowable items (as long as they do not benefit one school over another) that do not fit into one of the above categories. If the district plans to reserve funds in categories not listed, contact a KDE Title I consultant to determine if the cost is allowable in the district set-asides.

Column 2: Amount from Title I, Part A

List the amount set aside from Title I, Part A for the expenses in Column 1 if applicable. List only amounts from Title I, Part A. These are general categories and do **not** match to specific MUNIS Codes. Leave the cell blank if the district is not setting-aside funds for the category.

Column 3: Description

Describe what is included in each funded set-aside. Be specific **but brief**. Your response is limited to a single cell. To ADD ROWS for additional schools: RIGHT CLICK on ROW NUMBER

for LAST SCHOOL NAME and click INSERT. Left click on the line (hold the left click down) and drag the line down. Release the left click when the space is sufficient.

- List staff as full-time equivalency (FTE). For example, on the “Administrative Costs” line, a description in Column 3 could be – salary and fringe benefits for 0.5 Title I coordinator and 0.5 secretary; single audit and administrative supplies.
- **If the district serves students in private schools, the amount of funds for parent involvement, professional development (not required set-aside) and school extensions must be included in the description.**
- If a lesser amount is needed for professional development for highly qualified staff, the district must be able to document that it has fully met the demands for this service. A description/reference to the obligation being met should be listed in the description.
- In the description note the name(s) of the locally operated neglected institution(s) for which funds must be set-aside. Note the name(s) of the locally operated delinquent institution(s) if Title I, Part A funds are reserved in addition to Title I, Part D, Subpart 2 funds.

Completing Worksheet 2

Ranking of Public Schools for Eligibility and Selection for 2014-15

NCLB, Title I, Part A, Sections 1113

Ranking of Public Schools for Eligibility and Selection

The district must use Title I funds only in schools that have been selected for services through allowable procedures.

Title I Funds Allocated for Public and Private School Services

The allocation amount and set-aside total will be carried forward from Worksheet 1. The total remaining to provide public and private school services will be calculated for you. This remaining amount must be allocated to the public schools served by Title I and for services to eligible private school students (Worksheet 5).

Low-Income Measure and Date of Low-Income Measure

Note: The U.S. Department of Education has issued a new guidance document, “The Community Eligibility Provision and Selected Requirements Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended”. This guidance reflects how the implementation of the Community Eligibility Option (CEO) lunch program is related to and can affect Title I, Part A. The Division of Consolidated Plans and Audits has provided an annotated version of this document [here](#). Please review the guidance prior to making decisions about how to count low-income students, as the options outlined within may affect districts differently.

The ranking of public schools is based on the percent of low-income children residing in that particular attendance area or enrolled in that school. The documentation used to identify low-income children and total enrollment (on the selected date) must be kept on file in the district office. For example, for number of children eligible for free and reduced price meals, a qualifying data report from the Food Services Director would serve as documentation. If the qualifying data report does not include total school enrollment numbers, total enrollment numbers must be collected from Infinite Campus on the exact date the qualifying data report was taken. The date of measure for both low-income and enrollment numbers must match for all schools.

One of the following measures must be used across the district to identify low-income children:

- The number of children ages 5-17 in poverty from the most recent census data;

- The number of children eligible for free and reduced price meals;
- The number of children in families receiving Temporary Assistance for Needy Families TANF/AFDC);
- The number of children eligible to receive medical assistance under the Medicaid program;
- Revised for school year 2014-15, a district may use the number of direct certified students (without the 1.6 multiplier) as the low-income number for all schools, both CEO and non-CEO.
- Districts may continue to use 1.6 x the number of direct certified students as its low-income count for CEO schools, while using a different measure for its non-CEO schools. If using the 1.6 multiplier results in a decimal number, include the decimal in the low income column. Do not round this number.
- A composite of any of the above measures may also be used.

Select the measure used to determine the number of low-income students and the date (month/day/year) the measure was taken. If a composite is used, the district must maintain the data used on site and be able to explain the method used to determine low-income counts during a monitoring visit. The district must use the same measure of poverty for determining the ranking of each school (unless some schools have chosen the **Community Eligibility Option**); identifying eligible schools; and determining the allocation for each school. You may use any date during the **2013-14** school year in which school was in session; however, the date the measure is taken must be the same for all schools within the district **and not include preschool students**. Documentation for the selected date must be retained for the current year and three additional years. For districts with CEO and non-CEO schools, multiple low-income measures may be selected.

Attendance Area or Enrollment

Under “Applied To”, select either attendance area or enrollment to indicate how the low-income measure applied. The term “attendance area” means, in relation to a particular public school, the geographical area in which the children who would normally be served by that school reside. In this case, attendance area must be used for both the total number of students and for the number of low-income students.

The term “enrollment” means the actual number of students enrolled in the public school on the date the low-income measure is taken. In this case, enrollment must be used for both the total number of students and for the number of low-income students. You may use enrollment figures instead of attendance area figures as the low-income measure. Regardless of whether attendance area or enrollment figures are used, do **not** include preschool students in the total number of students or the number of low-income students.

Selecting Public Schools for Title I Services and Allocating Title I Funds

Column 1: Public Schools

List **ALL public schools** in Column 1 of the worksheet in order to determine which schools are eligible for Title I services and which schools will be selected for Title I services. List the schools in **descending** order based on the **percent** (not number) of low-income children in the attendance area or in the enrollment of the school. Do **not** list a district preschool center on the worksheet. List an alternative school **only** if the school will be served by Title I, Part A. **Note: Kentucky’s approved NCLB waiver permits an LEA to serve a Title I-eligible high school with a graduation rate below 60% and that is identified as a Priority School out of rank order, even if that school has a lower poverty rate than other Title I-participating schools. If the district is taking advantage of this waiver provision, schools should continue to be listed in descending rank order. Additional eligibility status codes have been added to designate such schools.**

Column 2: Total Number of Students

In Column 2, list the total number of students residing in the attendance area, if using attendance method, (public and private) or use the total enrollment of the school, if enrollment method is used. Do **not** include preschool students in the count for the total number of students in either (Column 2) or (Column 3). **Take a CEO school's total enrollment from the same day and from the same source as the enrollment numbers for all other schools.**

Column 3: Number of Low Income Students

Column 3(a)-Determine the low-income count for Column 3(a) for each public school. CEO schools' may be calculated by multiplying the number of *direct certified students* by 1.6.

Note: Under direction from the U.S. Department of Education, if a district decides to use the 1.6 multiplier for determining the number of low-income students, it is allowable for the low-income figure to exceed the school's enrollment, effectively calculating a ranking percentage that exceeds 100%. However, when determining school allocations, per pupil amounts may only be multiplied by a figure not to exceed the school's total enrollment. Allocations cannot be calculated using a low-income count that is larger than the total enrollment. Question 20 of "The Community Eligibility Provision and Selected Requirements Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended", found [here](#), provides additional information on this issue.

The total number of private school students, who would have attended a public school in the district, will be placed in either Column 3(b) or 3(c). The difference between placing the totals in Columns 3(b) or 3(c) is determined by the method the district selected to count the total number of public school children (either attendance area or enrollment).

Column 3(b)-If the district chose the **attendance area** method, then the number of low-income students attending private schools (that would have attended the public schools) goes in Column 3(b).

Column 3(c)-If the district chose to use the **enrollment** method, the number of low-income children attending private schools (that would have attended the public schools) will be listed in Column 3(c).

It is only necessary to list the number of low-income children attending private schools that have students who will be served by Title I.

Column 4: Percent of Low-Income Students (for Each School and for District)

The district should **not** enter data in Column 4. In Column 4, the percent of low-income students for each school will be calculated to two decimal places. If attendance area is used, the percent of low-income children is calculated by adding Columns 3(a) and 3(b) and then dividing by the total of students in Column (2). If enrollment is used, the percent of low-income students is calculated by dividing Column 3(a) by Column 2. The number of low-income private students is not included when calculating the percent using enrollment figures. The district average for the percent of low-income students will be calculated to two decimal places.

Note: Under direction from the U.S. Department of Education, if a district decides to use the 1.6 multiplier for determining the number of low-income students, it is allowable for the low-income figure to exceed the school's enrollment, effectively calculating a ranking percentage that exceeds 100%. However, when determining school allocations, per pupil amounts may only be multiplied by a figure not to exceed the school's total enrollment. Allocations cannot be calculated using a low-income count that is larger than the total enrollment. Question 20 of "The Community Eligibility Provision and Selected Requirements Under Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended", found [here](#), provides additional information on this issue.

Column 5: Eligibility Status Code

In Column 5, place the appropriate Eligibility Status Code. The district must serve, in rank order of poverty, the schools above 75% low-income, including any middle schools or high schools. A district may serve lower-ranked schools only after all of the schools above 75% low-income are served. The district may then continue with the ranking by the district as a whole or rank remaining schools by grade span groupings. If the district has no schools above 75% low-income, it may rank by the district as a whole or by grade spans groupings. A district's organization of its schools defines its grade span groupings. For example, if a district has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent a district has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the district should include a school in the grade span in which it is most appropriate. ***Note: Kentucky's approved NCLB waiver permits an LEA to serve a Title I-eligible high school with a graduation rate below 60% and that is identified as a Priority School out of rank order, even if that school has a lower poverty rate than other Title I-participating schools. If the district is taking advantage of this waiver provision, schools should continue to be listed in descending rank order. Additional eligibility status codes have been added to designate such schools.***

Example of Using Grade Span Grouping: For schools at or below 75% low-income, you may rank the schools by grade span and give a middle school a smaller per pupil amount than the elementary schools even if the middle school's percent of low-income is above the elementary schools. In this case, use eligibility code 3 to show that the schools are ranked by grade span.

Use one of the following codes for each public school listed on the worksheet:

- 0 Place a "0" before the code of each eligible school that is not being served.
- 1 School is above 75% low-income. Schools above 75% low-income must be served in rank order regardless of grade span.
- 2 School is at or below 75% low-income ranked by district as a whole (*not by grade span*) and is at or above district average.
- 2X School is at or below 75% low-income ranked by district as a whole (*not by grade span*) and is at or above district average. It is being served out of rank order, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 3 School is at or below 75% low-income ranked by grade span and is at or above district average.
- 3X School is at or below 75% low-income ranked by grade span and is at or above district average. It is being served out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 4 School is ranked by district as a whole (*not by grade span*) and is below district average but at or above 35%.
- 4X School is ranked by district as a whole (*not by grade span*) and is below district average but at or above 35%. It is being served out of rank order, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 5 School is ranked by grade span and is below district average but at or above 35%.
- 5X School is ranked by grade span and is below district average but at or above 35%. It is being served out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 6 School is ranked by grade span and is at or above the grade span average.
- 6X School is ranked by grade span and is at or above the grade span average. It is being served out of rank order within the grade span, which it is eligible for because it: a) is

eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.

- 7 School is served by feeder pattern. (For example: Three elementary schools feed into one middle school. See directions on pages 18-19 , *Using the Feeder Pattern to Make a School Eligible for Title I Services*.)
- 7X School is served by feeder pattern. It is being served out of rank order or out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 8 School is served but is not in an eligible attendance area. The percent of low-income students enrolled in the school is equal to or greater than the percent of such students in a participating school attendance area.
- 8X School is served but is not in an eligible attendance area. The percent of low-income students enrolled in the school is equal to or greater than the percent of such students in a participating school attendance area. It is being served out of rank order or out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 9 School is not currently eligible but is being served because it was eligible and was served in the previous school year.
- 9X School is not currently eligible but is being served because it was eligible and was served in the previous school year. It is being served out of rank order or out of rank order within the grade span, which it is eligible for because it: a) is eligible to receive Title I funds; b) it has a graduation rate of 60% or below; and c) is identified as a Priority School.
- 10 Ineligible for service. Do not use code #10 if the school is eligible but not served.

If the district needs to use eligibility status codes 7 and/or 8, contact a KDE Title I consultant for more details. If the feeder pattern (eligibility status code 7) is used to make a middle or high school eligible for Title I services, list in the table the projected number of low-income students and the percent of low-income for that school based on the feeder pattern. Below the table, list the actual number of low-income students and percent for that school. Maintain your worksheet for documentation showing how the feeder pattern was derived. If enrollment (eligibility status code 8) is used when all of the other schools are served by attendance area, list in the table the numbers and percent of low-income based on the enrollment of the school. Below the table, list the actual numbers and percent based on the attendance area.

Column 6: Per Pupil Amount

In Column 6, list the per pupil amount that is used to compute school allocations. The per pupil amounts may be listed to two decimal places. A district must allocate Title I funds to participating schools in rank order based on the number of children from low-income families in each school. Remember, if a district serves a school with less than 35% low-income, it must use the 125% formula on Worksheet 1 (District Set-Asides) to calculate the minimum per pupil amount **before** funds are set-aside at the district level. The district must allocate at least the minimum per pupil amount for each low-income child in every school the district serves, not just for those schools below 35% poverty. If the district serves only schools at or above 35% low-income, it is **not** required to calculate a minimum per pupil amount, and the per pupil amount may be determined after funds are set-aside at the district level.

The district may use the same per pupil amount to calculate school allocations for all schools served by Title I, or the district may use a higher per pupil amount to calculate school allocations for schools with higher poverty rates. A district that decides to serve schools at or below 75% low-income using grade span groupings may determine different per pupil amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above

75%. Per pupil amounts within grade spans may also vary as long as the district allocates higher per pupil amounts to higher poverty schools than it allocates to lower poverty schools.

In determining what per pupil amount to allocate, the district should keep in mind the purpose of Title I funds – to assist children who are most at risk of not meeting the state’s challenging academic achievement standards. The per-pupil amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve the purpose of Title I.

Column 7: Total Public School Allocation

The district should not enter data as this is calculated automatically. In Column 7, the allocation for each school served is calculated by multiplying the number of low-income students in Column 3a by the per pupil amount in Column 6. If using the CEO calculation causes the low income count to be larger than the total enrollment, the formula is set to calculate the allocation based on the total enrollment. Allocations cannot be calculated using a low-income count that is larger than the total enrollment.

Completing Worksheet 3

Summary of Schoolwide Programs for 2014-15

NCLB, Title I, Part A, Section 1114

Schoolwide Programs

See requirements for schoolwide programs (SWP) in the *Title I Handbook*. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. The summary for each SWP should be based on the school’s SWP plan and the comprehensive school improvement plan.

Note: Kentucky’s approved NCLB waiver permits an LEA to operate a schoolwide program in a school with less than 40% poverty. To be eligible to take advantage of this waiver provision, the school must: a) be identified as a priority or focus school and b) must be implementing interventions aligned with turnaround principles or interventions that are based on the needs of the school’s students. Schools that qualify and are taking advantage of this waiver should be included on this worksheet.

Column 1: Schoolwide Programs (SWP)

In Column 1, list schools implementing a **schoolwide program** from the public schools served on Worksheet 2.

Column 2: Staffing in SWP

In Column 2, indicate the number of teachers funded with regular Title I, Part A funds. Indicate the number of paraeducators funded with regular Title I, Part A funds. Indicate the number of “other” staff funded through Title I. List all staff as full-time equivalency (FTE). Staff may be listed to two decimal places.

The district must document that Title I funds supplement (not replace) general funds by ensuring that the state staffing formula has been followed (i.e. the school has the required number of general funded staff/funding without counting staff funded through Title I). No distinctions are made between staff paid with Title I funds and staff that is not. The Title I funded staff do not have to be the ones delivering the services. All school staff are expected to direct their efforts

toward upgrading the entire educational program and improving the achievement of all students, particularly those who are low achieving.

Column 3: Description of Schoolwide Programs

In Column 3, include title for the staff member listed as “other” from column 2. List the instructional area(s) of need, including the gap areas. **Briefly** describe how the entire school will address the areas(s) of instructional need **by grade level**. Include school reform strategies that will be used and levels of interventions that will be implemented for students not meeting achievement standards. Your response is limited to a single cell. To ADD ROWS for additional schools: RIGHT CLICK on ROW NUMBER for LAST SCHOOL NAME and click INSERT. **Note: If the district is serving a school that is below 40% poverty as a schoolwide program, please note that in the description. To be eligible to take advantage of this waiver provision, the school must: a) be identified as a priority or focus school and b) must be implementing interventions aligned with turnaround principles or interventions that are based on the needs of the school’s students.**

The following is an example of a SWP description –

List SWP	Title I Funded Tch List #	Title I Funded Paras List #	Title I Funded Other List #	Description of Schoolwide Program
Capital Elem	2.5	0.75	0.50	“Other” is 0.50 FTE guidance counselor. According to MAP and state assessment results, there is a gap with free/reduced lunch students in reading. Four Blocks Reading strategies will be implemented in all grades (k-5) to differentiate instruction in reading and writing. Library and classroom sets of fiction and non-fiction books of interest on a variety of topics have been provided to supply reading material. A Math/Reading lab provides additional instruction in higher level thinking skills, focusing on reading and math skills in the content areas in grades 3, 4 and 5 . GRADE is used to provide on-going assessment and instruction is adjusted accordingly. Interventions are provided as needed through Fast Forward technology in grades K-5 , paraeducators trained in best practices (grades K-2), ESS daytime tutors (grades 3-5), and Special Education programs.

Bottom of worksheet – If a school became eligible to be a schoolwide program by using a different method (different low-income measure or a different date; by using enrollment; by using the feeder pattern described on pages 18-19; or through a waiver), below the table, explain the method used and the percent of low-income based on that method. If the school was already a schoolwide program but has dropped below 40%, indicate this on the line. Even if it drops below 40% low-income, the school may continue to operate a schoolwide program as long as it is served by Title I.

Completing Worksheet 4

Summary of Targeted Assistance Schools for 2014-15

NCLB, Title I, Part A, Section 1115

Targeted Assistance Schools

See requirements for targeted assistance schools (TAS) in the *Title I Handbook*. In a targeted assistance school Title I funds must be used to provide services to Title I participants that supplement the regular instructional program. The summary for each TAS should be based on the school's TAS Report and the comprehensive school improvement plan.

Column 1: Targeted Assistance Schools TAS

In Column 1, list only the **targeted assistance schools** from the public schools served with regular Title I, Part A funds on Worksheet 2.

Column 2: Title I Staffing in TAS

In Column 2, indicate the number of Title I teachers, paraeducators, and other staff providing Title I services to identified students and funded with regular Title I, Part A funds. The district must document that Title I staff provide services that supplement the regular instructional program. List staff as full-time equivalent (FTE). Staff may be listed to two decimal places.

Column 3: Description of Title I Supplemental Services

In Column 3, include the title for "other" staff from column 2 in the description. List the instructional area(s) of need, including the gap areas. Briefly describe the Title I supplemental services provided by each Title I funded teacher, Title I funded paraeducator, and/or "other" Title I funded staff that address the identified needs for Title I participants by grade level. Your response is limited to a single cell. To ADD ROWS for additional schools: RIGHT CLICK on ROW NUMBER for LAST SCHOOL NAME and click INSERT.

The following is a sample of a TAS description –

List TAS	Title I Tch List #	Title I Para List #	Title I Other List #	Description of Title I Supplemental Services
Bridge Elem	1	0.5	0	According to MAP and state assessment results, both reading and math are areas of need. 1 - Title I reading teacher will provide supplemental instruction in-class for identified students in grades K-3; 0.5 -Title I math paraprofessional will provide supplemental instruction in-class under the direct supervision of classroom teacher in grades 4-5.

Completing Worksheet 5

Title I Services for Private School Students for 2014-15

NCLB, Title I, Part A, Sections 1120

Participation of Private School Children and Summary of Services for Private School Students

The Title I law requires that eligible children who reside in participating school attendance areas and are enrolled in private schools (**within and outside the district**) be offered an equitable opportunity to participate in the benefits funded by this legislation. Home schools are treated as private schools for Title I purposes.

See requirements for services for private school students in the *Title I Handbook*. Title I funds must be used to provide **pull-out services** to Title I participants in private schools that supplement the regular instructional program. The program must be designed in consultation with private school officials.

The district has two options in providing equitable services to eligible students in private schools:

- The district may provide equitable services to eligible children in **each** private school with the funds generated by low-income students; or
- The district may combine the funds generated by low-income private school students in all participating areas to create a **pool** of funds from which it provides equitable services to eligible private school students. Under this option, the service provided to eligible students in a particular private school is not dependent upon the amount of funds generated by low-income students in the school.

Column 1: Participating Private Schools

In Column 1, list the name of each private school with students served by Title I. List the school each time for different per pupil amounts (from Column 3). Only the low-income students from public schools served with Title I funds generate equitable services.

Column 2: Number of Low-Income Students

In Column 2, list the total number of low-income private students from participating attendance areas/schools. Keep documentation of low-income private students on file in the district Title I office. The private school numbers should match the numbers found in Column 3(b) or 3(c) on Worksheet 2 (Ranking of Public Schools).

Column 3: Per Pupil Amount

In Column 3, list the per pupil amount for each private school with students served by regular Title I. The per pupil amount must be the same as the public school per pupil amount that the child would have attended – Column 6 of Worksheet 2 (Ranking of Public Schools). The per pupil amount may be listed to two decimal places.

Column 4: Allocation for Services

In Column 4, the allocation for services to Title I participants in private schools is calculated by multiplying figures from Column 2 by Column 3. The allocations are a means by which service is provided to eligible private school students. The public school district maintains the allocations for private school services. The allocations may be pooled to provide Title I services to eligible private school students.

Column 5: Title I Staff

List Title I staff as full-time equivalent (FTE) for Title I services to eligible private school students. You may list the staff FTE as a total for all private schools. Teachers hired to provide services at the private school must meet the definition of highly qualified unless the teacher is hired through an RFP process for a 3rd party contract. Paraeducators who provide services to eligible private school students and are employed by the district must be under the direct supervision and close proximity of a **highly qualified public school teacher at the same time services are being provided to students and** throughout the duration of the services/program being offered. Paraeducators hired by a third-party contractor to work in a Title I program must

work under the direct supervision and close proximity of a teacher. That teacher does not have to meet the teacher qualification requirement if the third party contractor also employs the teacher. **Vendors hired to provide services to private school students through a third party contract must have been selected through the Request for Proposal (RFP) process.** All teachers and paraeducators that provide services to eligible private school children must be employed through contract with the public school district. **Under no circumstances can the district pay the private school for staff.**

Column 6: Criteria to Select Students

Describe the objective criteria the district used to select students for Title I services. In consultation with private school officials, the district must establish multiple, educationally related, objective criteria to determine which private school children are eligible for Title I services, and, within the eligible group, which children will be served. See the Title I Handbook for examples.

Column 7: Description of Title I Services

In Column 3, describe the Title I pull-out services for eligible private school students. Include the grade levels and time (e.g. during the school day, after school, before school) for each service at each school. For example: Reading services will be provided in a separate room in the private school during the school day for Grades K-6). This may be the same for all schools served. Simply providing the private school with instructional materials and supplies is **not** an option because it is neither a proper Title I program implemented by the district nor does it meet the equitability requirement. If needed, go to Format, Cells, Alignment & check Wrap Text; also adjust row height by placing the cursor on the line all the way to the left side until the cursor becomes a + sign. Left click on the line (hold the left click down) and drag the line down. Release the left click when the space is sufficient.

Consultation with Private School Officials

The district Title I coordinator must consult with appropriate private school officials during the design, development, and implementation of the Title I program throughout the year. Reference the Title I handbook for required consultations. List the participating private schools and the name of the official. The signature must be on file in the district Title I office.

Using the Feeder Pattern to Make a School Eligible for Title I Services Or To Qualify a School for a Schoolwide Program

NCLB section 1113

The information for using the feeder pattern is based on the U.S. Department of Education policy guidance *Identifying Eligible Title I Schools and Attendance Areas* that may be found at www.ed.gov.

Often middle and high schools are not identified as eligible for Title I services because high school and middle school students are less likely to participate in free and reduced-price meal programs than are elementary school students. Even if the school is served by Title I, Part A, often the percent of poverty is not at the 40% requirement for the school to qualify for a schoolwide program. A district may use the feeder pattern concept to: (1) make a school eligible for Title I services; **or** (2) qualify a school for a schoolwide program. This concept allows the district to **project** the number of low-income children in a middle or high school based on the average poverty rate of the elementary schools that feed into that school. The district makes the decision to use the feeder pattern.

Using the Feeder Pattern to Make a School Eligible for Title I Services

If the feeder pattern is used to make a middle or high school eligible for Title I services, the district must use the average percent of low-income and the projected number of low-income on the Title I *Ranking Report* (Eligibility Code 7 on Worksheet 2, Column 5). The school is also listed in the table in descending rank order according to the average percent of low-income based on the feeder pattern. The projected number is used to determine the allocation for the school. The actual percent of low-income and the actual number of low-income students are recorded on the line below the table.

In the example below, since this middle school is actually at 25% low-income ($500 \div 2,000$), it is **not** eligible for Title I services; however, the district may use the feeder pattern to make the school eligible for Title I services:

Elementary Schools Feeding Into Middle School	Total # of Students In Each School		# of Low-Income Students In Each School	% of Low-Income
Elementary School A	542		300	
Elementary School B	304		100	
Elementary School C	563		200	
Elementary School D	811		220	
Total	2,220	divided by	820	36.94%
Projected # of low-income	739 (2000×36.94)			
Middle School (actual #s)	2,000	divided by	500	25%

To use the feeder pattern to make a school **eligible for Title I services**:

1. Calculate the average percent of poverty for the four elementary schools by dividing the total number of low-income students by the total number of students ($820 \div 2,220$). The average percent of poverty for the elementary schools is 36.94%. Because the four elementary schools feed into the middle school, the poverty percent of the middle school now becomes 36.94%. **This percentage (36.94%) is used to rank the middle school and make it eligible for Title I services.**
2. Calculate the projected number of low-income students in the middle school by multiplying the total number of students in the middle school by the average percent of poverty for the elementary schools ($2,000 \times 36.94\% = 739$). **This projected number of low-income students (739) is used for calculating the Title I allocation for the middle school.**

Using the Feeder Pattern to Qualify a School for a Schoolwide Program

In using the feeder pattern to qualify a school for a schoolwide program (and not using it to make the school eligible), the district is **not** required to use the average percent of poverty (which would be higher than the actual percent) to rank order the school for eligibility. The district is also **not** required to use the projected number of low-income students (which would be higher than the actual number) to determine the allocation to the school.

If the feeder pattern is used to qualify a middle or high school for a schoolwide program, the actual percent of poverty and the actual number of low-income students must be used on the Title I *Ranking Report* to show eligibility and participation in Title I services. The school is listed in descending rank order according to the actual percent of low-income. The Eligibility Code based on the actual number and percent is used on Worksheet 2, Column 5 (Eligibility Code 7 is **not** used). The actual number of poverty students must be used for allocating Title I funds to the school. If the feeder pattern is used to qualify a middle or high school for a schoolwide program, the projected number is recorded on the line below the table on Worksheet 3 of the Title I *Ranking Report*.

In the example below, the actual percent of low-income for the Middle School is 35% ($700 \div 2,000$), so the school is eligible for Title I services but is **not** eligible to be a schoolwide program. The example demonstrates using the feeder pattern to qualify the middle school for a schoolwide program:

Elementary Schools Feeding Into Middle School	Total # of Students In Each School		# of Low-Income Students In Each School	% of Low-income
Elementary School A	568		364	
Elementary School B	329		163	
Elementary School C	588		262	
Elementary School D	835		277	
Total	2,320	divided by	1,066	45.95%
Middle School (actual #s)	2,000	divided by	700	35%

To use the feeder pattern to **qualify a school for a schoolwide program**: Calculate the average percent of poverty for the elementary schools by dividing the total number of low-income students by the total number of students ($1,066 \div 2,320$). The average percent of poverty for the elementary schools is 45.95%. **This percentage (45.95%) is used to qualify the middle school for a schoolwide program.**

McKinney-Vento Grant

For districts receiving a McKinney-Vento grant, Title I, Part A funds for homeless children must be provided as stipulated in the McKinney-Vento Request for Applications (RFA). The chart below shows the districts with a McKinney-Vento grant and the amount of Title I, Part A funds stipulated in the application.

District	Amount of Title I, Part A Funds Stipulated in the McKinney-Vento RFA
Ashland Independent	\$2,500.00
Bullitt County	\$1,000.00
Christian County	\$10,000.00
Covington Independent	\$20,00.00
Cumberland County	\$411.00
Eminence Independent	\$800.00
Fayette County	\$10,000.00
Fulton County	\$4,500.00
Greenup County	\$8,724.00
Hazard Independent	\$2,000.00
Henderson County	\$8,400.00
Jefferson County	\$230,000.00
Knott County	\$3,048.00
Newport Independent	\$4,000.00
Paducah Independent	\$2,000.00
Pike County	\$35,000.00
Whitley County	\$3,500.00

Locally Operated Neglected Institutions

See requirements for services for students in locally operated neglected institutions in the *Title I Handbook*. The chart shows the name of the district, the name of the local institutions for neglected children and the contact name (with phone number) if available. It also shows the number of children listed on the October count. The children are a part of the formula children used to calculate the Title I, Part A allocation, so the amount of funds generated becomes a part of the Title I, Part A allocation. Funds must be set aside at the district level to provide comparable services to children in the institution. Consult with the officials at the neglected institution to determine the amount needed for services. If there is more than one institution in the district, the needs of each institution's educational program should be considered in determining the amount of funds for services to each institution. The number of children that reside in each institution on an average basis may also be used in determining the amount of funds to be expended for services to a particular institution. All children in the institution may benefit from the funds set aside for services.

The following are examples of Title I services that may be provided to children in the locally operated neglected institutions:

- Tutors work with students in addition to the assistance being provided to children who are attending public schools and receiving Title I services.
- Counseling/peer mediation services help children in the transition from the institution to school.
- Computers and software assist children with homework, reinforce concepts, etc.
- Books and materials such as encyclopedias, dictionaries, high interest/low vocabulary books, etc. provide students with additional assistance. The books and materials cannot be religiously affiliated.

District	Institution	Facility case load	Funds generated for the district
Adair	Green River Group Home	16	\$18,275
Barren	Kinder Haven, Inc.	36	\$35,576
Beechwood Ind.	DCCH Center for Children and Families	41	\$30,397
Boone Co.	Children's Home of Northern KY	24	\$21,476
Bullitt Co.	Spring Meadows Children's Home	19	\$17,968
Calloway Co.	Community Youth Services	7	\$6,541
Campbell Co.	Holly Hill Children's Services	23	\$17,871
Covington Ind.	Homeward Bound Shelter	12	\$41,333
	Children's Home of Northern KY	19	
Danville Ind.	Sunrise Children's Services	25	\$26,596
Elizabethtown Ind.	Glen Dale Center	23	\$24,131
Graves Co.	New Pathways for Children	10	\$9,715
Jefferson Co.	Boys and Girls Haven School	41	\$555,781
	Bellewood School	32	
	Brooklawn School	128	
	Home of the Innocents	91	
	Maryhurst Academy	86	
	St. Joseph Children's Home	34	
Jessamine Co.	All God's Children	11	\$10,833
Larue Co.	The Life Connection	28	\$29,716
Murray Ind.	Community Youth Services	7	\$6,783
Owensboro Ind.	United Methodist Home for Children	14	\$15,653
Paducah Ind.	Community Youth Services	7	\$8,739
Perry Co.	Buckhorn Children's Center	41	\$69,559
Pulaski Co.	Combs Residential Services	2	\$2,148
Wolfe Co.	Dessie Scott Children's Home	42	\$66,451